

A CONCISE
SYSTEM
OF
ENGLISH GRAMMAR;

DESIGNED

For the USE of SCHOOLS,

AS WELL AS

PRIVATE FAMILIES.

Compiled by JOHN CORBET.

— Delightful task! to rear the tender thought,
To teach the young idea how to shoot,
To pour the fresh instruction o'er the mind,
To breath the enliv'ning spirit, and to fix
The generous purpose in the glowing breast.
THOMSON,

SHREWSBURY,
PRINTED AND SOLD BY T. WOOD;

Sold also by most other Booksellers.

M,DCC,LXXIV.

THE
OFFICE OF THE
TREASURER OF THE
UNITED STATES

DEPARTMENT OF THE
TREASURY
WASHINGTON, D. C.

RECEIVED
JAN 10 1892

PAID TO THE ORDER OF
THE UNITED STATES
TREASURY

THE UNITED STATES
TREASURY
WASHINGTON, D. C.

T O
P A R E N T S,
GUARDIANS of CHILDREN,
A N D
SCHOOLMASTERS,
(Where the Languages are not professedly Taught)

T H I S
C O N C I S E S Y S T E M
O F
E N G L I S H G R A M M A R,
I S R E S P E C T F U L L Y A D D R E S S E D,
B Y
The COMPILER.

THE
P A R E N T S
GUARDIANS OF CHILDREN
AND
SCHOOLMASTERS
CONCISE SYSTEM
OF
ENGLISH GRAMMAR
IS RECOMMENDED
BY THE
THE COMMITTEE

P R E F A C E.

THIS Essay on GRAMMAR, may be of singular Use in all Schools where the Languages are not professedly Taught : Concise as it is, it will be found sufficiently copious to give a just Idea of Grammar to those who desire to be acquainted with the Principles of the Art, and with the fundamental Rules of their Mother-Tongue.

It is thrown into the Form of Questions and Answers, in Order that Teachers may more easily examine their Pupils, and that these may the better imbibe, and remember Instruction, and if properly adhered to, Young Gentlemen, Ladies, &c. may, in a short Time, easily

easily learn to speak, read, and write English with Propriety.

To render this Work completely useful, it only remains for those who teach the English Language, Writing, Accompts, &c. to introduce it into their Seminaries, and make a Rule of instructing their Pupils herein; by which they will certainly deserve well of all thinking Parents, do essential Service to the rising Generation, and become themselves more useful Members of the Community. For that Purpose it is published, and if it has the desired Effect, the Compiler will be amply satisfied for his Labor.

INTRO-

INTRODUCTION.

TO understand GRAMMAR well, the four following essential Parts must have our chief Attention: otherwise, those other Parts of Grammar, to which different Words belong, avail us little.

1st. *Orthography*, 2nd. *Etymology*,
3rd. *Prosody*, 4th. *Syntax*.

1st. *Orthography* teaches to spell and write every Word with the proper Letters belonging to it, and to put them in their proper Places; as *Door*, *Fire*, not *Dore*, *Fier*, &c.

2nd. *Etymology* teaches the original Derivation, and Meaning of Words; also their similar Relation to each other in any Language, as *graze*, *healthy*, *joyful*, *comfortless*, &c. which Words ^{are} derived from *Grass*, *Health*, *Joy*,
Comfort,

Comfort, &c. and are originally English.

Note, That all Words which come from other Words of the same Language whatever, are called *Derivative Words*: Yet, there are many Words made Use of in the English Language, which have their Origin from *Hebrew, Greek, Latin, &c.* Wherefore those Words are called *Primitive Words*.

3rdly. *Prosody* teaches to pronounce our Words properly; and to give or lay upon each Word its proper *Emphasis*.

Lastly, *Syntax* teaches us to range or place our Words in a *proper Order*, as, *Pray, Sir, dine with me To-day*; not *Dine with me To-day, pray, Sir*.

A CON-



A
CONCISE SYSTEM
O F
English Grammar, &c.

QUESTION.

WHAT is Grammar?

ANSWER.

The Art of rightly expressing our Thoughts by Words.

Q. What are Words?

A. Words are articulate Sounds used by common Consent to express our Thoughts or Notions by.

Q. How many Sorts of Words or Parts of Speech are there in English?

A. There are nine Parts of Speech in English, the *Article, Noun, Pronoun, Verb, Participle, Adverb, Conjunction, Preposition, Interjection.*

B

Of

OF ARTICLES:

Q. What is an Article?

A. An Article is a small Word put before a Noun, to express it more fully, or to shew how far its signification extends as *A*, *An*, or *The*.

Q. What does the Article *A*, or *An* signify?

A. *A*, or *An*, signifies a thing in general, As *a* Tree, *an* Eagle.

Q. When are *A* or *An*, properly used?

A. *A* before words beginning with a Consonant, and *An* before a Vowel.

Q. What does the Article *The* signify?

A. Any Thing in particular, as *the* Man, *the* very Man that did such a Thing; or *the* Hour, *the* particular Hour in which he did it.

OF NOUNS.

Q. What is a Noun?

A. The Name of any Thing we speak of, or conceive, as an *Angel*, a *Pen*, *Virtue*,

Q. How many Sorts of Nouns are there?

A. Two—A Noun *Substantive* and a Noun *Adjective*.

Q. What is a Noun *Substantive*?

A. Any Substance or Thing, which wants no additional Word to make it intelligible, as an *Horse*, a *Tree*.

Q. What

Q. What is a Noun *Adjective*?

A. An additional Word, to shew or express the Quality of Nouns Substantive, as *good, round, a good House, a round Ring*—a *good, a round*, are not intelligible, without adding *House* or *Ring*, to explain their meaning.

Q. How many degrees are there in a Noun Adjective?

A. Three—the Positive, the Comparative, and the Superlative.

Q. How are these degrees distinguished?

A. The Positive Degree speaks of qualities simply in their primitive or positive sense, as *fair, black, &c.* The Comparative Degree is generally formed by adding *er* to the Positive, as *fairer, blacker, &c.*—The Superlative Degree is commonly formed by adding *est* to the Positive, as *fairest, blackest, &c.*

Q. Are the Comparisons of Adjectives expressed in any other Manner?

A. Yes; by prefixing the Words *more* and *most* to the Positive, as *more fair, most fair, &c.* The Comparison of Adjectives is very uncertain; and being much regulated by Commodiousness of Utterance or Agreeableness of Sound, is not easily reduced to Rules.

Of

Of PRONOUNS.

Q. What is a *Pronoun* ?

A. A Word put instead of a Noun, to prevent repeating it over again ; as, The Bird is joyous, *he* chirps, *he* sings, instead of saying, the Bird is joyous, the Bird chirps, the Bird sings.

Q. How are Pronouns divided ?

A. They are divided into Person, Number, Gender, and Case.

Q. How many Sorts of Pronouns are there ?

A. Four, viz.—*Personal* Pronouns, as *I, Thou, He, We, Ye, They*.—*Pronouns relative*, as *who, whom, which, what*—*Pronouns demonstrative*, as *this, that*—*Pronouns possessive*, as *thine, or mine, you or yours, his or her's*

Q. How many Persons belong to a Pronoun ?

A. Three—the Person *speaking*, the Person *spoken to*, and the Person *spoken of* ; as,
Singular Number, *I, Thou, He* ;
Plural Number, *We, Ye, They*.

Of NUMBERS.

Q. How many Numbers are there ?

A. Two—the Singular and the Plural.

Q. What do they denote ?

A. The

A. The Singular Number denotes one Thing only, as, *a Man, the House*—The Plural more than one, as *Men, the Houses* :—This Number is commonly denoted by adding *s*, or *es*, or *ves*, or *en*, to a Singular ; as *Books, Houses, Wives, Oxen*—or by changing the Vowels or Consonants, as, Singular, *Penny*—Plural, *Pence*—Singular, *Mouse*,—Plural, *Mice*.

N. B. Some Words are never used in the Singular Number, as *Goods, Bellows, Snuffers, Scissars, &c.* When many Things or Persons of one Sort are united, the Name is Singular, as *Troop, Army*.

OF GENDERS.

Q. What is a Gender ?

A. It shews the Difference of Sexes, as to *Male*, or *Female*, as *Goose* or *Gander, Horse* or *Mare*.

Q. Do Grammarians note any other Gender besides the *Masculine* and *Feminine* ?

A. Yes ; the *Neuter*, which relates to things that are neither Male nor Female.

N. B. In other Languages the Genders are mark'd by various Articles ; In English only by *He, She, and It*.

Of

Of CASES.

Q. What is meant by Cases in Grammar ?

A. The different Endings of Nouns, (in other Languages) to express the Relations of Things one to another : But in English the Ending is

By the signs annexed, as of is the sign of the Genitive Case, to or for the sign of the Dative Case.

Q. How many Cases are there ?

A. The *Nominative*, the *Genitive*, the *Dative*, the *Accusative*, the *Vocative*, and the *Ablative*.

Q. What is the *Nominative Case* ?

A. That which names the Agent that comes before the Verb, as, *The Master reads*, here *Master* is the Agent or Person who reads.

Q. What is the *Genitive Case* ?

A. That which is known in English by the Article's, after it, or *of* before it, and denotes something possessed, and therefore more properly called the *Possessive Case*; as, *God's Grace*, a Mark of *Virtue*.

Q. What is the *Dative Case* ?

A. That which is expressed by *to* or *for*; and is by some called the *giving Case*: as denoting a Thing, or Person, to whom some other Thing is *given*, or applied: As, Give this Book *to John*, Apply this Money *to the Repairs* of your House—Here *John* and *Repairs* are in the *Dative Case*.

Q. What

Q. What is the *Accusative Case*?

A. That which cometh after the Active Verb :
As, I love the *King*.—*King* is here the *Accusative Case*, because it is the Object of an Action, or the Thing I love.

Q. What is the *Vocative Case*?

A. That which is known by the Particle *O*, as *O Master*, I will obey—Here *Master* is the *Vocative Case*, because it is the Person to whom I speak.

Q. What is the *Ablative Case*?

A. That which is known by the word *with*, *from*, or *by*, as to whip *with* a Rod, to learn *from* a Master, to send *by* the Post.—N. B. It is called *Ablative* from its expressing the Relation or Circumstance of *separating* or *taking away* one Thing from another.

Of VERBS.

Q. What is a *Verb*?

A. A Part of Speech which signifies *to do*, *to suffer*, or *to be*.—N. B. In every Sentence there must be a *Verb* expressed or understood.

Q. How many Sorts of Verbs are there?

A. Three, the *Active*, *Passive*, and *Neuter*?

Q. What is a Verb *Active*?

A. A

A. A Verb *Active* is that which expresses an Action, as, *I see, I run*—It is called *active*, because it necessarily implies an *Agent*, and an Object acted upon, as *I see Light, I run a Race*.

Q. What is a Verb *Passive* ?

A. A Verb *Passive* expresses a Passion, or a Suffering, or the Receiving of an Action, as *I am called, I am beaten, I am kicked*—N. B. It is called *passive*, because it necessarily implies an Object acted upon, and an Agent by which it is acted upon, as, *to be loved, Thomas is loved by me*.

Q. What is a Verb *Neuter* ?

A. A Verb *Neuter* is that which neither denotes the Action nor Passion of the Agent, or Subject, but only a State and Condition of being, as *I am, I sleep*.

OF TENSES, OR TIMES.

Q. What is meant by *Tenses* of Verbs ?

A. The *Tenses* mean the different Times of Action, either as now doing, *I write* ; or as not yet done, as, *When, or while I sup*.

Q. How are the *Tenses* or *Times* of Action divided ?

A. Into *present, past, and to come*.

Q. How are these three *Tenses* or *Times* of Action called ?

A. 1st.

A. 1st, The *Present Tense* ; 2d, the *Præter-imperfect* ; 3d, the *Præterperfect* ; 4th, the *Præterpluperfect* ; and 5th, the *Future*—As 1st. *I write now* ; 2d. *While I wrote, or was writing* ; 3d. *I have written* ; 4th. *I had written before he came* ; 5th. *I shall or will write to-morrow.*

Of MOODS.

Q. What is a *Mood* ?

A. A *Mood* expresses the different Ways an Action is done.

Q. How many *Moods* are there ?

A. Six ; the *Indicative*, the *Imperative*, the *Optative*, the *Potential*, the *Subjunctive*, and the *Infinitive*.

Q. What is the *Indicative Mood* ?

A. The *Indicative Mood* simply declares a Thing, or asks a Question concerning it, as *I laugh, Lovest thou me* ?

Q. What is the *Imperative Mood* ?

A. The *Imperative Mood* serves to command, or forbid, as, *Go thou, Do not sleep.*

Q. What is the *Optative Mood* ?

A. It expresses wishing or desiring, as, *I wish I could eat, Would to God I had seen you before.*

C

Q. What

Q. What is the *Potential Mood*?

A. The *Potential Mood* expresses the Power, as, ~~I am able~~, he may or can run.

Q. What is the *Subjunctive Mood*?

A. The *Subjunctive Mood* has some Conjunction before it, as, *If you would perform your Promise*.

Q. What is the *Infinitive Mood*?

A. The *Infinitive Mood* expresses an Action without any Limitation of Number or Person, as, *To fight, to write*.

N. B. Strictly speaking, there is no *Optative* or *Potential Mood* in English; and therefore I shall explain a little more fully, the *Indicative, Imperative, Subjunctive, Potential, and Infinitive Moods*.

The First, or Indicative Mood.

Present Tense.

Singular — I have, thou hast, he hath.

Plural. — We have, ye have, they have.

Past Tense.

Singular — I had, thou hadst, he had.

Plural. — We had, ye had, they had.

Future

Future Tense.

Singular—I shall or will be, Thou shalt or wilt be,
He shall or will be.

Plural—We shall or will be, Ye shall or will be,
They shall or will be.

Some make other Distinctions of Time, but as they are only a coupling of these together, this short Essay will not permit the Disquisition; such as I have had, I had had, &c.

The Second, or Imperative Mood.

Singular—Have thou, let him, her, it, have.

Plural—Let us have, have ye, let them have.

The Third, or Subjunctive, Potential, &c. Mood,

Is always distinguished by adding some sign of wishing, Power, &c. as, I may or can have; I might, could, should, or ought to have, &c.

The Fourth, or Infinitive Mood,

Is always distinguished by the Sign *to*; as, to have, to love, &c. From this Mood that Adjective called a *Participle* is formed, importing Possession, as having, being, loving, &c.

The First, or Indicative Mood.

SINGULAR.	PLURAL:
Present Tense.	Present Tense.
I am, thou art, he, she, it, is.	We are, ye are, they are.
Past Tense.	Past Tense.
I was, thou wast, he was.	We were, ye were, they were.
Future Tense.	Future Tense.
I shall or will be.	We shall or will be.
Thou shalt or wilt be.	Ye shall or will be.
He shall or will be.	They shall or will be.

There are other Expressions called Tenses, compounded of have, and this Verb; as, I have been, &c. I had been, &c. which are so natural, as to render it needless to dwell upon them here.

The Second, or Imperative Mood.

Singular—Be thou, let him, her, or it, be.

Plural—Let us be, be ye, let them be.

The Fourth, or Infinitive Mood.

To be—To have been—Being.

From these all other Verbs regular and irregular, are formed and compleated, to express every possible Circumstance of Time, Action, or Passion, as for Example :

1st. Mood.

1st. Mood.

I love, I loved, I have loved, I had loved, I shall
or will love.

We love, we loved, we have loved, we had loved,
we shall or will love.

Thou lovest or dost love, Ye love or do love,

Thou lovest or didst love, Ye loved or did love.

Thou hast loved. Ye have loved.

Thou hadst loved, Ye had loved,

Thou shalt or wilt love. They shall or will love.

2nd Mood.

Love thou, love he, or she ; or let him or her love ;
love we, or let us love ; love ye, or ~~let them~~
~~love~~ ; love they, or let them love.

3d Mood.

I, thou, he, she, &c. may, can, might, &c. could
love.

4th Mood.

To love, loving, &c.

From what has been said, it is observable, that
the natural Formations are made successively, thus:
First, Something is affirmed by the first Person
Singular ; as I love ; then, I loved or did love ;
then, I have, or had loved ; and afterwards, I
shall

shall or will love.—But there are some Verbs that are irregular, and instead of ending in *ed*, in the second and third ~~Tenses~~ ^{Persons}, have particular Endings of their own ; as I bear, I bore, I have born ; I begin, I have begun ; I behold, I have beheld ; I am born, I was born, I have been born, &c. I catch, I have caught ; I choofe, I chose, I have chosen, &c. I dare, I durst ; I drink, I drank, I have drunk, &c. I do eat, I ate or did eat, I have eaten, &c. I fall, I fell, I am fallen ; I forget, I forgot, I have forgotten, &c. I give, I gave, I have given ; I go, I went ; I am gone, &c. I hang, I hung, I have hanged ; I hear, I heard ; I hide, I hid, I have hidden, &c. I keep, I kept ; I know, I knew, I have known, &c. I lead, I led ; I learn, I learnt ; I lend, I lent ; I do let, I did let, I have let, &c. I mean, I meant ; I meet, I met ; I miss, I mist or missed, &c. I owe, I have owed ; I rise, I rose, I have risen ; I say, I said ; I see, I saw, I have seen ; I sing, I sang or sung, &c. I take, I took, I have taken ; I understand, I understood, &c. I weep, I wept ; I write, I wrote, I have written, &c.

Of

Of a PARTICIPLE.

Q. What is a Participle ?

A. The Participle is derived from the Verb, and signifies Being, Doing, or Suffering, and partakes both of a Verb and of a Noun. A Participle, when joined to a substantive, or admitting Comparison, may be considered as a Noun Adjective; as a *loving* Father a *more knowing* Teacher—When it relates to Time, it may be considered as a Verb; as *being* loved, or *having been taught*,

Of an ADVERB.

Q. What is an Adverb?

A. An Adverb is a Word joined to some other Word, to express some Quality or Circumstance of the Thing signified; as, He loves *sincerely*—He learns his Book *very well*—He likes it but *indifferently*.

Of the CONJUNCTION.

Q. What is a Conjunction?

A. It is that which joins or connects Words and Sentences together, so as out of two to make one Sentence; as, *You and I rode to London.* instead of *saying, You rode to London, I rode to London.*

Of

Of a PREPOSITION.

Q. What is a Preposition?

A. A Preposition is a Word put before others to explain some particular Circumstance; as, He went out *from* me—He came *into* Town; or, it is joined to another Word, as, he *out*-went him, he *over*-came his Enemy.

Of the INTERJECTION.

Q. What is an Interjection?

A. An Interjection is a Part of Speech that serves to express some sudden Motion or Transport of Mind; as sudden Pleasure is expressed thus—*O Heavens!*

Pain thus, *Alas! O my God!*

Admiration thus, *See! Behold!*

Caution, *Hold! Beware!*

Aversion, *Fie, or away Fool.*

Or, Silence, *Hush, Be still.*

Of

OF SYNTAX.

Q. WHAT is Syntax?

A. Syntax is the joining of Words together in Sentences, according to Grammar Rules.

Q. Are the Rules many or few?

A. But few in English.

RULES OF SYNTAX.

Q. Where is a Noun Substantive usually placed; before or after a Noun Adjective?

A. Generally *after* it; as, *a great Man*.

Q. When is it ever put *before* a Noun Adjective?

A. For greater Distinction-Sake; as, *George the Third*.

Q. How are Nouns placed in Poetry.

A. Indifferently, as the Versification requires.

Q. How many Pronouns are there of the First Person?

A. Two.

Q. Which are they?

A. *I*, and *We*.

Q. How many of the Second, and which are they?

A. Two—*Thou* and *You*, or *Ye*.

Q. Are all other Nouns or Pronouns of the Third Person?

D

A. All

A. All except Relative ones, which are directed by the Pronouns, they relate to; as, *He who loveth.*

Q. What Pronouns are usually placed before the Verb?

A. These namely, *I* and *We*—*Thou*, *you* or *ye*,—*he*, *she*, and *they*, are usually placed before the Verb.

Q. What Pronouns are usually placed after it?

A. The Pronouns *Me*, *us*, *the*, *him*, *her*, and *them*, are usually placed after the Verb.

Q. Are the Pronouns *I*, *thou*, and *he*, ever placed after the Verb?

A. They are so placed when a Question is asked or a Command given; as, *Fearest thou God? Honor you the King!*

Q. Are the Pronouns *Me*, *he*, *him*, and *them*, never used but after a Verb?

A. They are sometimes placed after Prepositions, and Interjections; as, *To us*, *O me!*

Q. Can a Verb be used without having some Sign or Note to direct its Sense?

A. It must have a Sign or Note immediately expressed; as, *He did love him*—~~Or its Sign is tacitly understood; as, He loved him.~~

Q. When

Q. When a Question is asked, where is the Sign of its Verb placed ?

A. If the Sign of the Verb is directly expressed, it is placed *first* in the Sentence ; as, *Does the Sunshine ?—Does it shine now ?*

Q. If the Verb in any Question has two or more Signs to direct its Sense, where is the Pronoun then placed ?

A. It is placed between them, that is, after the first Sign, and before its second ; as, *Could the Truth have been known.*

Q. Does the Verb agree with any Thing in Number and Person ?

A. It agrees with its Nominative Case ; as, *The Birds sing.*

Q. Of what Number must the Verb be, that has a Noun of Multitude before it ?

A. Sometimes of the Singular, and sometimes of the Plural ; as, *The People are mad,* and otherwise, *The Herd is tainted.*

Q. What Number in the Verb do two or more Nouns require ?

A. They require a Verb Plural ; as, *This Dog and this Cat are loving.*

Q. What if two or more Substantives Singular signify the same Thing or Person, do they require a Verb Plural or Singular ?

A. A

A. A Verb Singular only; as, *The River Severn is navigable—William, the Conqueror was a great Man.*

Q. If two or more Nouns Singular come before a Verb, ~~and a Preposition intervenes~~, of what Number shall the Verb be?

A, In this Case the Verb is always Singular; as, *This System of Grammar is short.*

GENERAL

GENERAL RULES FOR SPELLING.

I. **A** Consonant betwixt two Vowels, must be joined to the latter of them, as *a-bide*, *Ra-per*, *na-ked*, *Na-ture*, &c. except *x* and *w*, as *Ox-en*, *Ex-er-cise*, *Flow-er*, &c. and compound Words, as, *up-on*, *Pa-dan-a-ram*, &c.

II. Two Consonants in the Middle of a Word, that are proper to begin a Word, must begin the Syllable together; as *De-fraud*, *E-phab*, &c. These double Consonants begin Words; *br*, *ch*, *cl*, *cr*, *gh*, &c. also, *dl*, *tl*, and *kl*, are often used to begin Syllables, though they begin no word; as *La-dle*, *Bet-tle*, *Buc-kle*, *Knuc-kle*, &c.

III. When two Consonants of the same Kind come together in the Middle of a Word, they must be parted; as, *bor-row*, *com-mon*, *lit-tle*, *num-ber*, &c. *Let-ter*, *War-rant* &c.

IV. When two Vowels come together in the Middle of a Word, and both are fully pronounced in distinct sounds, they must be divided into distinct Syllables, as *cre-ate*, *Ru-in*, *No-ab*, *La-di-ce-a*, &c.

V. The

V. The Terminations, *ed, en, est, eth, er, ing, ous*, ought to go by themselves in Spelling; as *swing-ed, gold-en, know-est, de-li-ver-eth, bear-er, grow-ing, righ-te-ous, &c.* except in *blot-ted, glad-en, blot-test, ~~Writ-er~~, Writ-ing, mar-vel-lous, &c. &c.*

VI. Compound Words must be reduced into their primitive Parts; as, *up-on, in-to, ne-ver-the-less, per-ad-ven-ture, Pa-dan-a-ram, Beth-el, &c.*

VII. If three Consonants meet in the Middle of a Word, and are proper to begin a Word, they must also begin a Syllable together; as, *in-struct, Il-lu-stration, &c.* If they be proper to end a Word, they may all be put to the former Syllable; as, *Latch-et, Watch-er, &c.* If the two last be proper to begin a Word, or the last of all be *L*, they begin the Syllable together; as, *Mon-ster, nim-ble, &c.* If the two first of them be proper to end a Word, the Third may go to the last Syllable; as, *kind-ly, re-fresh-ment, &c.*

OF QUANTITY and ACCENT.

QUANTITY is the Distinction of Syllables into long and short. All long Syllables have a Diphthong in them; as, *Gain, Heap*; or the Vowel has a long, broad Sound, as *Gall, Mate, Hope, &c.* All other Syllables are short; as, *Hat, Mat, Hop, Bank, &c.*

The Accent (") is a particular Stress or Force of Sound that the Voice lays upon any Syllable, whether long or short; as, *o* in *open, Pen* in *Pen-ny, Han* in *Han-nah, &c.*

Any Person that reads or speaks with wrong Accents, must read and speak disagreeable to the Ear, for, "Accents not only give a pleasing Modulation to the Voice, but serve to ascertain the Meaning of the Word; as, in *Pre^lsent*, and *preseⁿt*;" where the First is a Noun, or Name, and the Last a Verb, or signifies Action; yet they are wrote with the same Letters, and so of many Others, as is plain from the following TABLE of WORDS, which are accented on the first Syllable when they signify the Name of a Thing; but on the latter Syllable, when they signify an Action.—The First is a Noun, the Second a Verb.

NOUNS

N O U N S.

To be A^bsent~~An A^ccent~~An A^ttributeA Ce^mentA Co^llectA Co^mpoundA CoⁿductThe Coⁿfines~~A Coⁿflict~~A CoⁿcertA CoⁿfortA CoⁿtestA CoⁿtractA CoⁿvertA De^sertA Fe^rmentFre^quentIⁿcenseAn O^bject~~An O^verthrow~~A Pre^miseA Pre^sentA Pro^jectA Re^belA Re^cordA Re^fuseA Su^bjectA To^rmentAn Uⁿite

V E R B S.

Abseⁿt~~Aseeⁿt~~Attri^buteCemeⁿtColle^ctCompo^undCondu^ctConfiⁿe~~Confi^st~~Conce^rtConso^rtConte^stContra^ctConve^rtTo Defe^srtFermeⁿtFrequeⁿtInceⁿseObje^ct~~Overthro^w~~Premi^sePreseⁿtProje^ctRebe^lReco^rdRefu^seSubje^ctTormeⁿtUni^te

NOTE here, that Names derived from these Verbs are accented as the Verbs are; as, to ferment, fermenting; to collect, Colléction; to object, an Objéction, &c.

N. B. The double Accent (") shews the following Consonant to be pronounced double; as E"phe-sus, Ga"li-lee; Si"me-on, Ti"mo-thy, &c.

OF EMPHASIS.

WHEN we distinguish any particular Syllable in a Word with a strong Voice, it is called Accent; when any particular Word in a Sentence is thus distinguished, it is Emphasis; and the Word on which the Stress is laid, is called the Emphatical Word. And the Emphatical Words (for there are often more than one in a sentence) are those on which the Sense of the Rest depends; and these must always be distinguished by a fuller and stronger Sound of Voice, whether in the Beginning, Middle, or End of a Sentence.

Some Sentences contain in them more Senses than one, and which is the Sense intended, can only be known by observing on what Word the

E

Emphasis

Emphasis is laid. For Example—Shall you ride to London to-day? This Question is capable of being taken in four different Senses, according to the Words on which the Emphasis is laid. If it be laid on the Word *you*, the Answer may be, No, but I intend to send my servant in my stead. If it be on the Word *ride*, the Answer may be, No, I intend to walk it. If the Emphasis is placed on the Word *London*, it is a different Question; and the Answer may be, No, for I design to ride into the Country. If it be laid on the Word *To-day*, the Answer may be, No, but I shall *To-morrow*. Of such Importance some-times is a right Emphasis, in determining the proper Sense of what we read or speak.

DIRECTIONS

DIRECTIONS for READING with Elegance and Propriety.

BE careful to attain a perfect Knowledge of the Nature and sound of the Vowels, Consonants, Diphthongs, &c. give every Syllable and every single Word its just and full Sound. If you meet with a Word you do not understand, do not guess at it, lest you get a Habit of miscalling it; but divide it in your Mind, into its proper Number of Syllables.— Avoid Hem's, O's, and Ha's, between your Words. Attend to your Subject, and deliver it just in the same Manner as you would do if you were talking of it. This is the great, general, and most important Rule of all; which, if, carefully observed, will correct almost all Faults of a bad Pronunciation (~~those of Provincial Dialects excepted~~). Let the Tone and Sound of your Voice in Reading be the same as in Speaking; and do not affect to change that natural and easy Sound wherewith you speak; for a strange, new aukward Tone, as some do when they begin to read; which would almost persuade our Ears, that the Speaker and the

Reader

Reader were two different Persons, if our Eyes did not tell us the contrary.

Take particular Notice of your Stops, and Pauses, but make no Stops where the Sense admits of none.

Place the Accent upon its proper Syllable, and the Emphasis upon its proper Word in a Sentence.

By observing the above Directions, you will avoid a *Monotony* in Pronunciation, or a dull, set, uniform Tone of Voice, which to a judicious Ear, is extremely irksome and disagreeable.

Of

OF STOPS, MARKS and POINTS.

THE Stops, Marks, or Points, used in Writing and Reading are, a Comma (,) Semicolon (;) Colon (:). Period (.) Note of Interrogation (?) Note of Admiration (!) Apostrophe (') Hyphen (-) Parenthesis () Brackets or Crotchets [] Paragraph (¶) Quotation (") Section (§) Ellipsis (—) Index (☞) Asterism (*) Obelisk (†) Caret (^) Diæresis, or Dialysis (..) Braces ({}).

The Comma is the shortest Pause or Rest in Speech, viz. while we can tell *one*; and is chiefly used to decide short Sentences, till you come to the full Sense, as thus: "Neither Death, nor Life, nor Angels, nor Principalities, nor Powers, shall separate me from the Love of God, which is in Christ Jesus our Lord. A good Man, and a learned Friend. Sooner, or later, every body must die.

A Semicolon denotes a Pausing twice as long, and next to the Comma, is most frequent; it is affixed to such Parts of a Sentence as have one or more Commas in them, and which contain

tain but a Part of the Declaration of the Subject: As, the Shadow moves, and we do not perceive it; or, as the Tree grows, and we do not apprehend; so Man, &c. And especially where there is a Sort of Opposition between the one and the other: As, A soft Answer turneth away Wrath; but grievous Words stir up Anger, *Prov. xv. 1.*

At a Colon the Pause must be three Times as long as at a Comma; and is used when the Sense is perfect, but the Sentence not ended: As, He is a wise and prudent Boy that minds his Book: Learning and good Education, are better than Riches.

At a Period or Full Stop, the Pause must be four Times as long as at a Comma, and shews the perfect End and Conclusion of a Sentence: As, God is the chiefest Good. Obey your Parents.

A Note of Interrogation is used when a Question is asked: As, Who was the first Man? Who was the first Woman?

A Note of Admiration is placed after such Words, or Expressions, as are surprizing, wonderful,

derful, or transporting : As, Oh ! Alas ! Surprising ! Or thus, O Heavens ! How are the Mighty fallen !—The Pauses at the Notes of Interrogation, and Admiration, are the same as that of a Period.

An Apostrophe is set over a Word where some Letter is left out : As, 'Tis, for it is ; thro', for through ; I'll, for I will ; lov'd, for loved ; fear'd, for feared.

An Hyphen is used to join two Words together, which make a Compound : As, Beer-sheba, Coach-Man, Apple-Pye, &c.

A Parenthesis is used to include Something that is not necessary to the Sense, but brought in by the bye, to explain or illustrate it ; and must be read with a lower Tone of Voice : As, —For two (faith he) shall be one Flesh. *Note*, Before and after a Parenthesis you must stop as long as at a Comma.

Brackets, or Crotchets, are used to distinguish such Words from the Sentence, which are an Explanation of the Word immediately preceding : As, the little Word [Man] makes a great Noise in the World.

A Para-

tain but a Part of the Declaration of the Subject: As, the Shadow moves, and we do not perceive it; or, as the Tree grows, and we do not apprehend; so Man, &c. And especially where there is a Sort of Opposition between the one and the other: As, A soft Answer turneth away Wrath; but grievous Words stir up Anger, *Prov. xv. 1.*

At a Colon the Pause must be three Times as long as at a Comma; and is used when the Sense is perfect, but the Sentence not ended: As, He is a wise and prudent Boy that minds his Book: Learning and good Education, are better than Riches.

At a Period or Full Stop, the Pause must be four Times as long as at a Comma, and shews the perfect End and Conclusion of a Sentence: As, God is the chiefest Good. Obey your Parents.

A Note of Interrogation is used when a Question is asked: As, Who was the first Man? Who was the first Woman?

A Note of Admiration is placed after such Words, or Expressions, as are surprizing, wonderful,

derful, or transporting : As, Oh ! Alas ! Surprising ! Or thus, O Heavens ! How are the Mighty fallen !—The Pauses at the Notes of Interrogation, and Admiration, are the same as that of a Period.

An Apostrophe is set over a Word where some Letter is left out : As, 'Tis, for it is ; thro', for through ; I'll, for I will ; lov'd, for loved ; fear'd, for feared.

An Hyphen is used to join two Words together, which make a Compound : As, Beer-Sheba, Coach-Man, Apple-Pye, &c.

A Parenthesis is used to include Something that is not necessary to the Sense, but brought in by the bye, to explain or illustrate it ; and must be read with a lower Tone of Voice : As, —For two (saith he) shall be one Flesh. *Note*, Before and after a Parenthesis you must stop as long as at a Comma.

Brackets, or Crotchets, are used to distinguish such Words from the Sentence, which are an Explanation of the Word immediately preceding : As, the little Word [Man] makes a great Noise in the World.

A Para-

A Paragraph is used chiefly in the Bible, to shew where another Sense or Subject begins.

A Quotation is used when Something is repeated, quoted, or transcribed from another Author, in his own Words: As, An old Philosopher said, "I carry all my Goods about me."

A Section is used for dividing Chapters of any Book into several Parts, in the same Manner as Paragraphs in the Bible.

Ellipsis, or as some call it, a black Line, is used when Part of the Word is left out and concealed: As D—— of B———m, for Duke of Buckingham: or when Part of a Sentence or Verse, &c. is omitted or wanting, either in the Beginning or End: As, ——— That I may recover Strength before I go hence.—*Psalms xxxix. 13.*

——— And Shame from no Condition rise,

Act well your Part; there all the Honor lies.

Paper Essay on Man, &c. A. K. 139.

Index, or Hand, points to Something very remarkable, which ought to be taken Notice of.

An

An Asterism, Asterisk, or Star; also an Obelisk, or Dagger, and other Marks, as †, ||, &c, refer the Reader to Something in the Margent, or at the Bottom of the Page.

A Caret is placed under the Line where some Letter, Word, or Syllable, is left out, which is written above the Line, and must be taken in exactly where it points: as,

heareth
A wise Son _^ his Father's Instructions.

A Diæresis, or Dialysis, is placed over two Vowels, to shew they must be divided into two Syllables: As Idëä.

Braces, are used to couple two or more Words together: As,

4 Farthings } make 1 { Penny.
12 Pence } { Shilling.

They are likewise Sometimes used in Poetry, when three Lines have the same Rhyme or Ending:

Not all the Skill that Mortals have,
Can stop the Hand of Death, or save
Their Fellow Mortals from the Grave. }

OBSERVATIONS,
ON THE
ANCIENT and MODERN LANGUAGES
OF
ENGLAND.

THE ENGLISH-TONGUE, is the Language spoken now by the People of England, and with some Variation, by those of Scotland, as well as Part of Ireland, and the Rest of the British Dominions.

* The ancient Language of Britain, is generally allowed to have been the same with the Gaullic, or French ; this island, in all probability, having been first peopled from Gallia, as both Cæsar and Tacitus affirm, and prove by many strong and conclusive arguments ; as by their religion, manners, customs, and the nearness of their situation. But now we have very small remains of the ancient British Tongue, except in Wales, Cornwall, the Islands and Highlands of Scotland, part of Ireland, and some

some provinces of France ; which will not appear strange, when what follows is considered :

Julius Cæsar, some time before the birth of our Saviour, made a descent upon Britain, tho' he may be said rather to have discovered than conquered it ; but, about the year of Christ 45, in the time of Claudius, Aulus Plautius was sent over with some Roman forces, by whom two Kings of Britain, Cadigunus and Caractacus, were both overcome in battle : whereupon a Roman colony was planted at Malden in Essex, and the Southern parts of the island were reduced to the form of a Roman province : after that, the island was conquered as far North as the Firths of Dumbarton and Edinburgh, by Agricola, in the time of Domitian ; whereupon a great number of Britons, in the conquered part of the island, retired to the West part called Wales, carrying their language with them.

The greatest part of Britain having thus become a Roman province, the Roman legions who resided in Britain for above two hundred years, undoubtedly disseminated the Latin
Tongue ;

Tongue ; and the people being afterwards governed by laws written in Latin, must necessarily make a mixture of Languages. This seems to have been the first mutation the Language of Britain suffered.

Thus the British Tongue continued, for some time, mixed with the provincial Latin, till, the Roman legions being called home, the Scots and Picts took the opportunity to attack and harraß England : upon which, King Vortigern, about the year 440, called the Saxons to his assistance, who came over with several of their neighbors, and having repulsed the Scots and Picts, were rewarded for their services with the Isle of Thanet, and the whole county of Kent : but growing too powerful, and not being contented with their allotment, dispossessed the inhabitants of all the country on this side of the Severn : thus the British Tongue was in a great measure destroyed, and the Saxon introduced in its stead. In the beginning of the 9th century, the Danes invaded England ; and getting a footing in the northern and eastern parts of the country, their power gradually increased,

creased, and they became sole masters of it in about 200 years.

By this means the ancient British obtained a tincture of the Danish Language ; but their government being of no long continuance, did not make so great an alteration in the Anglo-Saxon, as the next revolution, when the whole land, in the year 1067, was subdued by William the Conqueror, Duke of Normandy : for the Normans, as a monument of their conquest, endeavored to make their Language as generally received as their commands, and thereby rendered the British Language an entire medley.

Thus was the ancient British Language, in a manner, extirpated by the Romans, Danes, and Saxons, and succeeded by the Saxon, and after that blended with the Norman French : but besides these, a change in the Language has been effected by two other causes,

The first is that of Commerce ; for as the inhabitants of Great Britain have been for a long

long series of years much occupied in trade, the names of offices, dignities, names of wares, and terms of traffic, have been introduced, and formed according to the genius of our own Tongue.

The second is that of Learning, from which our Tongue has received no small improvement; for, as to the Greek and Latin, the learned have, together with the Arts and Sciences, now rendered familiar among us, introduced abundance, nay almost all the Terms of Art, in the Mathematics, Philosophy, Physic, and Anatomy; and we have retained many more from the Latin, French, &c. for the sake of neatness and elegance: so that, at this day, our Language, which about 1800 years ago, was the Ancient British, or Welsh, &c. is now a mixture of Saxon, Teutonic, Dutch, Danish, Norman, and modern French, embellished with the Greek and Latin. Yet, this is so far from being a disadvantage to the English Tongue, as now spoke, (for all Languages have undergone changes, and do continually participate with each other) that it has so enriched it, as now to become the most copious,

pious, significant, fluent, courteous, amorous, and masculine Language in Europe, if not in the World : this indeed was Camden's opinion of it in his time, and Dr, Heylin's in his time : if then the English Tongue, in the opinion of these learned Authors, deserved such a character in their days, how much more now, having since received so considerable improvement from so many celebrated Writers,

T H E E N D.



L